**MATHS RUBRIC KINDER**

**II Period 2010-2011**

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| **STRAND** | **D** | **C** | **B** | **A** |
| ***Data Handling***  ***(Bar Graph)*** | Is not able to collect data, record or organize data on a bar graph | Collects, records data and organizes it on a bar graph but needs to be more clear so that data recorded correspond to data plotted in the bar-graph | Collects, records data and organizes it on a bar graph appropriately. | Collects, records data and organizes it on a bar graph and is able to compare and contrast this data to draw conclusions. |
| ***Data Handling***  ***(Class Inclusion)*** | Makes small collections, multiple criteria, no overlap (according to his/her names for groups, nothing can go in any other group).  The child puts each identical type of object into its own group.  Part/part comparison rather than a comparison between the part and the whole at the same time | Acceptable classification scheme, but only one criteria.  Part/part comparison rather than a comparison between the part and the whole at the same time | Describes all the groups, easily changes criteria and reclassifies according to more than two consistent criteria.  Explains that the part is contained within the whole (Correct part/whole response: dogs are in the group of animals). | Describes all the groups, easily changes criteria and reclassifies according to more than two consistent criteria.  Explains that the part is contained within the whole (Correct part/whole response: there are more animals than dogs).  Additionally, makes two complementary groups, under the question: can you make 2 groups with one- word names for each group? (dogs and not dogs, red and not-red) |
| ***Data Handling***  ***(Probability)*** | Is not able to identify outcomes in order of likelihood with concrete material: will happen, might happen, won´t happen. (less than one for each) | Identifies outcomes in order of likelihood with concrete material: will happen, might happen, won´t happen. 3/6 (one for each) | Places outcomes in order of likelihood with concrete material: will happen, might happen, won´t happen. (Phase 2) | Identifies outcomes in order of likelihood with concrete material: will happen, might happen, won´t happen 5-6/6 and justifies his answers appropriately according to his experience. |
| ***Measurement*** | Estimates length, height and weight, 1/3 | Estimates length, height, weight, 2/3 | Estimates, compares and measures, with non-standard units of measurement length, height and weight (short, long, tall, heavy, light, 3/3) | Estimates length, height, weight (short, long, tall, heavy, light, 3/3), justifies his answers appropriately according to his experience. |
| ***Shape and Space*** | Labels 3D shapes (cube, rectangular prism, sphere, cylinder and cone). 2-3/5  Does not identify faces, vertexes, borders. | Labels 3D shapes (cube, rectangular prism, sphere, cylinder and cone).  Identify faces and vertexes or edges (2/3) | Identifies all 3D shapes (cube, rectangular prism, sphere, cylinder and cone).  Faces and vertexes/ edges (3/3) | Describes 3D shapes (cube, rectangular prism, sphere, cylinder and cone).  Faces and vertexes/ edges (3/3) |
| ***Shape and Space***  ***(Positions/ Directions)*** | Do not follow instructions that describe directions: forward, backwards (0/2) | Follows instructions that describe directions: forward, backwards (1/2) | Follows instructions that describe directions: forwards and backwards | Follows instructions that describe positions and directions: in, on, under, between, next to, behind, forwards, backwards |
| ***Shape and Space***  ***(Symmetry)*** | Does not identify symmetry in the environment | Identifies symmetry in the environment (some objects asked) | Identifies symmetry in the environment (objects asked) | Identifies symmetry in the environment and the line of symmetry |
| ***Patterns and Function*** | Does not extend patterns using objects(hasta 3 objetos usando al menos 2 variables). | Extends patterns using objects(hasta 3 objetos usando al menos 2 variables). | Extends patterns using objects(con más de 4 objetos- usando al menos 3 variables). | Extends patterns using objects(con más de 4 objetos- usando al menos 3 variables). Describes them |
| ***Number***  ***(Identify)*** | Identifies numbers up to 10-15 in English | Identifies numbers up to 20 and some between 20 and 30 in english | Identifies numbers up to 30 in English | Identifies numbers beyond 30 in English |
| ***Number***  ***(Ordering)*** | Not able to order numbers up to 30, does not follow the sequence | Orders numbers up to 30 in English, makes mistakes with the sequence but corrects himself | Orders numbers up to 30 | Orders numbers beyond 30 |
| ***Number***  ***(Estimation)*** | Makes estimation of quantities up to 30 (>15<) | Makes estimation of quantities up to 30 (>8<) | Makes realistic estimation of quantities up to 30 (>4<) | Makes realistic estimation of quantities beyond 30 (>4<) |
| ***Number***  ***(Counting)*** | Not able to count up to 30 in English, one object per number, skips some numbers or doesn´t follow the sequence | Counts up to 30 in English, one object per number, makes mistakes but corrects himself | Counts up to 30 in English with one to one correspondence | Counts beyond to 30 in English with one to one correspondence |
| ***Number***  ***(Bonds)*** | Does not identify which number is needed to complete each combination. Tends to put more or less than the amount required. Does not complete first addend to second and guess the number without counting. Needs a lot of support at finding most number bonds for same number. In addition, makes mistakes at writing the equation. | Using objects finds **most** number bonds for same number, draws and orders them. Identifies missing combination when the teacher takes it out.  Writes their equations with some mistakes (+=) but corrects himself | Using objects finds, draws and orders **all** possible bonds of numbers. Easily identifies missing combination when the teacher takes it out.  Writes their corresponding equations | Has internalized the value of the rods, does not need to compare/measure the length of the rods to know their value. Makes number bonds finding all possible combinations with 2 Cuisenaire rods. Draws and orders them. Easily identifies missing combination when the teacher takes it out.  Writes their corresponding equations  Additional, starts making simple addition and subtraction stories for some combinations of numbers 5-9 and writes addition and subtraction equations for them |